

Inspection date

Previous inspection date

01/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The childminder knows the children extremely well and builds on their interests effectively. As a result, children are motivated to learn because they enjoy a range of stimulating activities, matched to their individual interests.
- Children make good progress in physical development because the childminder plans in a range of activities to develop their small muscle skills.
- Children make good progress in reading because they develop a love of books which is enhanced by a cosy and inviting book area.
- Children are kept very safe because the childminder has robust procedures in place to ensure the safety of the children.
- The childminder has very good relationships with the local school. Ongoing communication with staff mean that children settle into school or nursery quickly and the childminder builds on their learning effectively.

It is not yet outstanding because

- There is room to develop the organisation of resources, so that they are more easily accessible to children, enabling them to make independent choices to further support their very good learning.
- Children are not always able to fully develop their very good imagination because there are fewer props for role play and dressing-up freely available to enable children to engage in imaginative play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector viewed a sample of documentation, including children's learning journeys.
- The inspector took into account feedback from parents.

Inspector

Elizabeth Fish

Full Report

Information about the setting

The childminder was registered in 2013 and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged 16 and 10 in High Barnes, Sunderland. The childminder works with a co-childminder. The home is close to local amenities, such as shops, primary schools and playgroups and is easily accessible. The whole of the ground floor and a bathroom on the first floor are used for childminding purposes and there is an enclosed yard to the rear available for outdoor play.

The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, of which one is in the early years age group and attends on a part-time basis. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's independence by ensuring that resources are easily accessible, enabling them to make more independent choices in their play
- extend resources to support the educational programme for expressive arts and design further, particularly in relation to imaginative role play, ensuring there are different resources and role play equipment freely available to further enhance children's play and develop their imagination.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time with the childminder because they enjoy interesting, motivating and challenging activities across the seven areas of learning. Good ongoing observations and thoughtful intervention mean that the childminder extends children's interests and explorations well. For example, she gets out scissors and tape to encourage children's interest in cutting. As a result, children are motivated to learn and concentrate for extended periods of time. These skills effectively prepare children for the next stage in their learning.

The childminder knows where children are in their learning because she uses information

from parents and her own observations to establish their starting points. She observes children constantly to find out what they have achieved and what they enjoy doing. Her observations and assessments are matched to the guidance document Development matters in the Early Years Foundation Stage. They highlight where children are in relation to the areas of learning and identify areas where they need further support. The childminder plans stimulating activities for the children, which are based on the learning needs identified in her observations. This means that she has a clear picture of where children are in their learning and where they need further support. Consequently, all children make good progress in relation to their starting points.

The childminder has a secure understanding of how to support communication further. She talks to the children constantly and encourages them to talk about their own experiences. For example, while looking at books, the childminder encourages children to talk about birthdays within their own experience. Consequently, children communicate confidently in the setting. The childminder promotes literacy effectively and has developed a cosy book area, which children love using. They listen carefully as the childminder reads books with a range of voices and good expression. Children talk about the pictures together and the childminder encourages them to link this to their own experiences. Early writing is promoted as drawing and colouring is set up for children to access throughout the morning. Children enjoy drawing 'horseshoes' with good detail; they hold a pen correctly and use it to form some of the letters in their name. The childminder supplements this with further activities to develop small muscle skills, such as cutting and play dough. As a result, children demonstrate good control when using a range of tools and equipment. Children take part in a range of opportunities to develop their physical skills. The childminder plans in activities with bats and balls outside to develop coordination. This ensures that children have plenty of activities to support the development of large muscle skills.

The childminder promotes mathematical learning through everyday experiences. For example, children are encouraged to count out the apples and oranges at the supermarket and pay the shopkeeper, waiting for their change. Further learning is successfully promoted as children use number cutters in the play dough. Consequently, children can count objects accurately and recognise numbers to 10. Children learn about the world as the childminder plans in a range of activities to support their interests further. They visit the park and enjoy feeding the ducks. Children express their own thoughts and ideas through creative play. They enjoy using a range of creative materials including painting and sticking and opportunities for play dough are readily available. Children begin to use their imagination and start to act out the roles of familiar people in their play. However, there is scope to enhance the resources for role play and dressing-up further to maximise children's very good imagination skills.

The childminder has established good relationships with parents and ensures that her provision meets the needs of the families. Detailed verbal feedback means that parents know what their children have enjoyed that day and how they can support their children at home. Parents are also encouraged to come in and look at a child's learning record with them. The childminder finds out what children have enjoyed at home, which the childminder then complements and extends. This means that the childminder has a full

picture of children's interests, both at home and in the setting and plans effectively using these to support their future learning.

The contribution of the early years provision to the well-being of children

The childminder has a good relationship with the children. She is calm and caring and children relate very well to her. Children feel valued in the setting as they help the childminder set up a book area to support their interests further. Children's behaviour is good as they are fully engaged in their activities and concentrate for extended periods of time on activities. They learn to play alongside each other and share resources. These skills prepare children effectively for the next stage in their learning.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that supports their overall well-being and care. The environment, generally, promotes children's independence as resources are mostly stored in boxes, which are accessible to the children. However, some resources are stored on windowsills, which children cannot reach as easily. Therefore, there is room to enhance this further by ensuring that children can build on their very good independence skills and access all resources easily to support their own interests.

The childminder promotes children's good health and self-care through routines and regular fresh air and exercise. For example, they play outside regularly, visit the park and go for frequent walks. This helps children to develop an awareness of the importance of fresh air and exercise. Children have a range of healthy, nutritional meals, which take into account the individual dietary needs of children. They choose a healthy snack, such as fruit, and water is freely available throughout the session. This encourages children to make healthy food choices. The childminder consistently reinforces good hygiene procedures, such as hand washing, and talks about why resources borrowed from school need to be cleaned before use.

Children begin to develop an awareness of how they can keep themselves safe as they practise the fire drill regularly and are reminded of the expectations of the setting. They are encouraged to tidy up and understand the need to put things away before getting other resources out. This means that children can move safely around the setting. The childminder helps children to settle-in by offering short visits, which she gradually extends to meet the needs of the children. She talks to parents about children's normal daily routines, dietary needs and their personal care needs. Parents comment that their children settle in quickly because the childminder is very flexible. She organises extra visits and further discussions as necessary to ensure that all children settle well. This ensures that she has the early information she needs about children's individual needs and personalities to ease their transition from home to her care.

The effectiveness of the leadership and management of the early years provision

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Statutory framework for the Early

Years Foundation Stage. There is a broad programme of activities, which enables the children to make good progress. Assessments are reviewed regularly to ensure that the childminder knows where each child is and where further support may be needed. As a result, she can highlight any possible gaps in children's learning and plan appropriate interventions to support each child.

Self-evaluation is good. The childminder has a self-evaluation form, which accurately identifies what she does well and what she wants to improve. She uses feedback from parents and children to evaluate and improve her provision. For example, children are helping the childminder to plan the development of the outdoor area. Recent improvements, such as developing the book area, have had a positive impact as children now look at books regularly throughout the session. The childminder recognises the importance of professional development and has recently gained her National Vocational Qualification at Level 3. She attends further relevant training wherever possible and reflects on her provision, making changes where necessary. The childminder attends the local childminder network and uses this to develop her provision further. As a result, the childminder has a good capacity to improve further.

The childminder has a good understanding of safeguarding procedures. She has clear policies that have been updated, which she shares with parents. The childminder has recently attended a safeguarding course. She talks confidently about what she would do if she had a concern about a child in her care and has an up-to-date list of people to contact if she needs advice. Her documentation is all very well organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first aid certificate. Children are kept safe inside and outdoors because visitors are signed in and out of the setting and risk assessments are carried out daily and any possible hazards eliminated.

Partnerships with parents are good and they comment positively about how their children are always happy and settled. They feel that their children have made good progress and are always very keen to see the childminder. Parents enjoy verbal feedback on a daily basis as well as looking at photographs of what their children have enjoyed doing in the setting. They also look through their child's learning records together with the childminder. As a result, parents have a clear picture of what their children have enjoyed and how they can support them further. The childminder has a very good relationship with local schools. She helps on school visits and attends a local 'talk talk' group with the children in nursery, which she then develops further in the setting. The childminder gets planning from the school and talks to the staff on a daily basis to ensure she is able to build on the children's interests effectively. She shares children's learning records with school, which ensures that school staff know what children do with the childminder. This means that she is able to work with the local schools effectively to meet the needs of the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY457665
Local authority	Sunderland
Inspection number	901768
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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